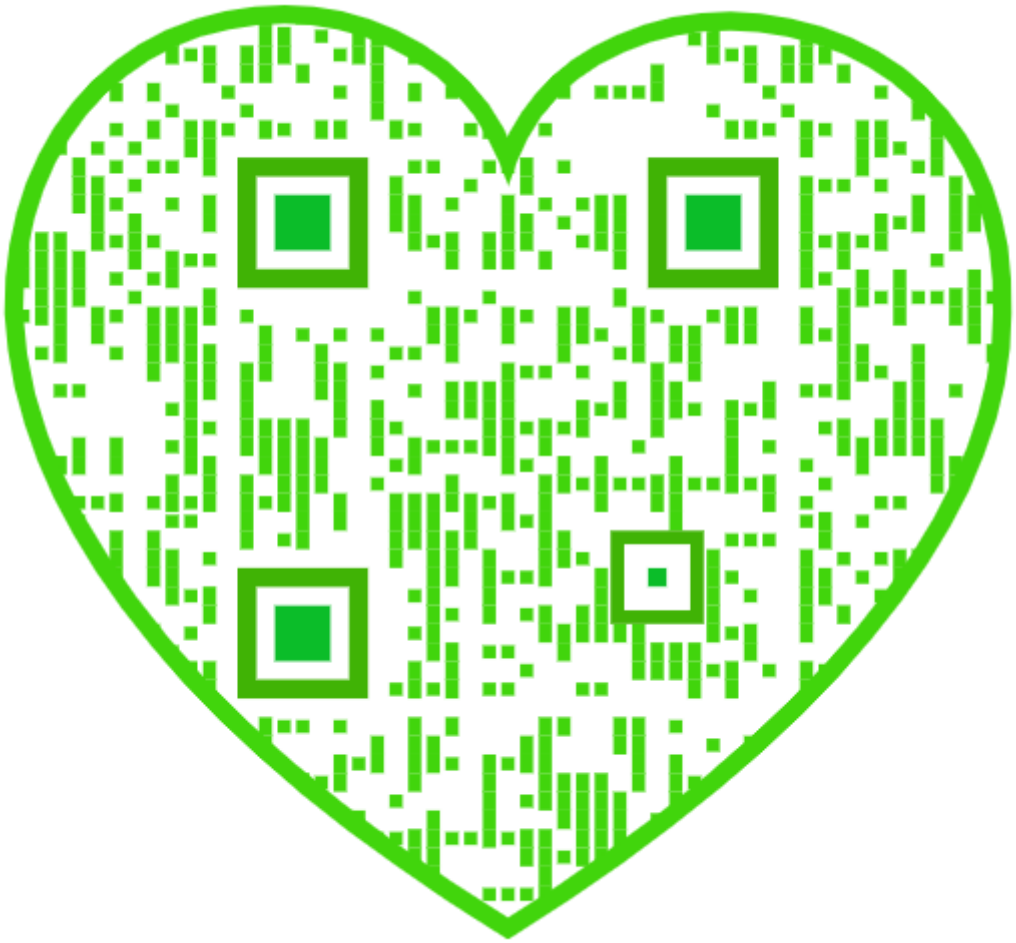

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DEPARTMENTAL TEACHING IN ELEMENTARY SCHOOLS

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Departmental Teaching in Elementary Schools

BY
VAN EVRIE KILPATRICK, A. M.

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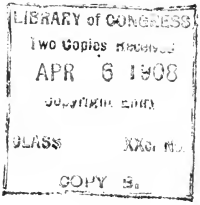

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PREFACE

Ever since President Charles W. Eliot of Harvard emphasized the necessity of enriching the elementary curriculum through departmental teaching, there have been a number of efforts in various cities of the country to try out the suggestion.

Dr. William H. Maxwell, the chief exponent of departmental teaching in the United States, has encouraged its growth in New York City during the last seven years.

It has there become the prevailing method of teaching in the last two years of the elementary schools. Its success is pronounced. Numerous inquiries indicate that the leaders of other educational systems are greatly interested in the new departure.

In adding to the literature of the subject, I have written entirely from the standpoint of a teacher. I have spoken from years of experience, both in private and in public

schools. I have taught in schools where the departmental plan was not used and in schools where it was used. I have taught in large schools and in small schools. I have organized departmental teaching and have supervised it.

Out of all these years of experience has grown a positive conviction that a proper form of departmental teaching would bring a wealth of gain to any elementary school. But it must be effectively adapted.

The purpose of this little treatise has been to present the most effective plan of adaptation and use. An effort has also been made to base the plan upon well-known principles of school organization. These principles may seem commonplace, but they are necessarily fundamental.

I have never witnessed a failure in departmental teaching, but that I have marveled why it did not take place before it really did, as the mistakes in method were plainly apparent. This work has,

therefore, been made for the most part a practical text-book of method.

I have never listened to a speaker, or read an author, who argued against departmental teaching, but that I have observed that they objected to conditions and results which should not exist in a departmental system.

They have all voiced with unstinted zeal the shortcomings of the special teacher system as belonging alike to the departmental. This work has, therefore, been made argumentative.

They have all voiced with unstinted zeal opposed to the departmental, but it is even supplanted by the departmental plan.

The value of both the special teacher system and the one-teacher plan is preserved in the new common-subject plan of departmental teaching.

Van Evrie Kilpatrick.

Public School 52, New York,
February, 1908.

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DEPARTMENTAL TEACHING IN ELEMENTARY SCHOOLS

CHAPTER I.

INTRODUCTION

THAT method of school organization under which each teacher in an elementary school instructs in one subject or in one group of related subjects only is generally known as departmental teaching. This plan of teaching is very well understood from the almost universal practice in high schools and colleges.

It has also been employed in varying degrees in the private elementary schools, and, for that reason, its general manner of use with young children has long been comprehended. The employment of the departmental plan in private schools has doubtless been continued, both because more

effective, and because it has been held up as a point of superiority over public school methods.

This work will attempt to put forward a most practical plan of departmental teaching. It has been developed from experience and from elementary principles of pedagogy. But it must not be imagined that this modern adaptation of an old method will cure all the ills of the ordinary graded school. No educational panacea is being recommended.

Following the natural laws of growth in the social and economic world, the time is ripe for this application of these laws in a modified adaptation of departmental teaching in elementary schools.

The experience of the last few years very forcefully indicates that this system of school organization will surely improve to a greater or less extent, depending upon the judgment and enthusiasm of the introducers, the results in any elementary school.

Departmental teaching, however, as a plan of teaching, does not appear to have been tried to any wide extent in public elementary schools, until within the last ten years. Isolated schools in Brooklyn, Boston, and other cities have reported that they have used departmental teaching for a number of years.

The study-hall form of departmental teaching was used to a considerable extent wherever buildings of that plan were constructed. Judging from meager reports, this plan was doubtless in use in many sections of the East fifty or sixty years ago.

Some twenty-five years ago a general demand in our large cities for more expert teaching, especially of the newer branches, resulted in the special-teacher phase of elementary instruction. This has been confounded with departmental teaching because it is a certain manifestation of the desire to improve instruction in any given branch.

The growth of the employment of the special teacher in the public educational systems of our country is really a most interesting chapter in the history of departmental teaching.

It has shown that educational leaders have begun to realize that one teacher cannot effectively teach all the branches of the curriculum, so the special teacher was appointed to proceed on his peripatetic round. The strength and weakness of this system only pointed out the more clearly the necessity of a specially equipped teacher in each branch. To completely secure the well recognized advantages of expert teaching, it is necessary to select the best system of applying the principle. The special teacher has come, and is continuing to teach in public school systems of our cities, but no one as yet seems to look upon his position as affording a basis for a better system. There is a disposition to look upon the plan as an excrescence. Many educators

have, doubtless, had the special teacher system in mind when bringing forward objections to the departmental plan. The two methods are, however, widely separated.

No extended adoption of the departmental plan seems to have occurred until about the year 1900. It was then introduced in New York City.

Under the leadership of Dr. William H. Maxwell, City Superintendent of Schools, a number of elementary schools began the new method in the seventh and eighth years of the course.

The great majority of these schools were successful, and this system of organization rapidly spread until at the present time there are over 150 elementary schools so organized.

The feeling in New York City relative to the new plan of teaching may be gathered from an epitome of several reports which have been made public from time to time.

The fifth annual report of Superintendent Maxwell, contains the replies to a circular letter to principals relative to departmental teaching. These replies show that the majority of principals are decidedly in favor of the new plan. For example, 124 out of 132 principals reported the "interest of teachers" as "highly satisfactory," or "greatly increased," while 110 out of 132 presented the same report relative to the "interest of pupils."

Dr. Edward W. Stitt, District Superintendent conducted a *questionnaire* among the 43 departmental teachers of the 8th and 12th districts, in the form of an Australian ballot, so that each teacher felt free to express his unbiased opinion. In answer to the question, "Are you in favor of departmental instruction?" 39 answered "Yes," 2 were undecided, and 2 answered "No."

Mr. John W. Rafferty, Principal of Public School 19, Brooklyn, took a vote of his departmental pupils in such a way as to se-

cure a free opinion, and found that 241 out of 294 voted in favor of departmental instruction.

In 1905, Dr. William H. Maxwell sent out a circular letter which sought the opinions of principals with reference to the value of departmental teaching in the last two years of the course, and whether its adoption should be made compulsory. A large majority expressed themselves as highly in favor of departmental teaching in the seventh and eighth years, but they opposed the proposition to make its adoption compulsory, and hence in New York the principal of each school may or may not organize his school according to the departmental plan.

Following the wide adoption of departmental work in New York City, several cities in New York State and throughout the Middle West have reported an increasing number of schools which have adopted it.

Albany has several schools which are organized departmentally. Syracuse, Buffalo, Troy, and other cities are trying the plan. In other states, Chicago, Philadelphia, and Boston have shown the greatest interest in the movement.

Considerable difficulty has been found in fixing a proper nomenclature for this system. Certain circumlocutions and inaccurate expressions are being used both in elementary and high schools in connection with the departments as applied to school organization.

The system of school organization under which a single teacher or one teacher instructs the pupils of a certain class in all the studies of a grade has no term by which it is commonly distinguished. Many speak of it as the graded system, but the departmental system is likewise a graded system. For the same reason it cannot be called the class system. Seizing upon its chief characteristic, this work denominates it as the

single-teacher plan. Some have felt that "single" might be taken in the sense "unmarried," but this use will rarely if ever be taken from the context. If "single-teacher system" should be accepted as a proper terminology, its other meaning will soon be lost. "One-teacher system" has been used, but this name, too, is somewhat objectionable. The latter name may, however, prove the better.

Again, it has been found very difficult to select an appropriate title for the teacher who has personal charge of a group or class of children. The terms "official teacher", "official class teacher", "class adviser", "class officer", and "class teacher" have been variously used.

Following the usage at Princeton in naming one who discharges a similar function a "preceptor", this work highly recommends the employment of that good old word.

So that, when a teacher exercises personal

supervision over a class as one responsible for all school activities not comprehended under the departments, he is a *preceptor,* and when he acts as the teacher of a department he is a *departmental teacher.*

However, it is quite practical to call the above mentioned *preceptor* a *class teacher,* and little confusion need occur. Whenever *class teacher* is used in this work, it should be understood in the above sense.

CHAPTER II.

ADVANTAGES

Before a school system decides to adopt any new method, the gains and losses should be very carefully weighed.

Do the gains overbalance the losses?

Can the advantages be attained, and are they worth the effort of reorganization?

Are they based upon fundamental principles?

Will they be of permanent value?

The grounds of one's faith should be established before any trial is made, and then the effort will be worth while.

The principal advantages claimed for departmental teaching in elementary schools are *expert teaching, improved discipline, improved physical conditions, better equipment, enriched curriculum, and unity and force in school management.*

1. *Expert Teaching*

Expert teaching is the chief claim of the departmental plan. It is evident beyond the peradventure, as experience has long ago shown, that a teacher can master one subject better than many. When he is freed from the confusion and discouragement of preparing properly in fifteen to twenty subjects, or parts of subjects, he can use his time to prepare in a single study or group. He soon becomes highly proficient in the science of his branch, as well as in the best methods of teaching it.

So it is important to note that by the very organization of the system itself in any school the teachers tend to become expert.

If each teacher becomes, even in a small degree, more expert than formerly, then the teaching as a whole must improve, and it will continue to improve in proportion to the advancement made by each teacher.

The system, then, does not necessarily

need the specialist upon introduction: it develops the specialist. This specialist may be only a specialist in a small way, but in any case he is capable of doing work far superior to that done under the single-teacher plan.

Therefore, the pupil is always placed under the direction of the teacher who is best qualified to instruct in any given branch. He responds at once to superior instruction and profits greatly thereby.

Indeed, this method is a necessary evolution from the natural order of things in civilized society. A man only excels by learning to do something better than any other man can do it. Specialization is the basal principle of all our high success in the arts and industries. Division of labor is the congealed expression of the spirit of the age.

2. *Improved Discipline*

Most educators will hesitate to look upon departmental teaching as a means of im-

proving discipline. The frequent movement of classes is feared as an additional disciplinary burden; but the reasons which give departmental teaching this advantage grow out of the most natural laws of child nature.

If a mother should shut up her little child in a single room with but a few playthings, he would very soon become rebellious and boisterous. The best way to quiet him, as all know, is to allow him to go into another room among new surroundings, and his nature will more easily respond to control. Just as simple and as natural, as the above illustration indicates, is the movement of children from one department to another. The exercise itself serves as a positive quieting force. A normal child seems rapidly to accumulate physical energy, which must have an outlet in one way or another. If the plan of school organization provides easy means for the exercise of this energy, it is so far

prevented from exercising itself in pernicious channels.

Therefore, departmental teaching tends to remove one of the most fertile causes of ordinary school disturbances. The normally active child is provided for. He will respond at once to more natural treatment.

The reasons why departmental teaching secures better disciplinary conditions may be summed up as follows:

a. The movement from room to room is a great and necessary physical relief.

b. The educative variety of new teachers, new studies, and new rooms tends to keep wholesome thoughts ever present.

c. The expert teacher is more interesting.

d. The equipment of a departmental room is more effective.

The necessities of this kind of free movement demand that the pupil should become more and more his own master. Added opportunities for disorder must give added op-

portunities for self-restraint. The child will become more and more a free moral agent. This element in discipline is of fundamental significance. Very few children are really bad or vicious. Unnatural conditions make the best children untractable.

In this discussion one can hardly overlook that large body of teachers who will still look upon the fact that children are obliged *to move* as, in itself, something that disturbs the good order of the school. It matters little to this class of teachers how it is accomplished. Such an act to them remains an unnecessary and gross disturbance. It is unavailing to attempt to meet the objections of those who hold to the "pin drop test." Their ideal is directly opposed to that of the teachers who believe that children attend school primarily to learn important life lessons. The "pin drop test" adherents,—and it is surprising how many of them are left,—seem to hold that

children go to school chiefly to learn to be quiet. Quietness becomes an end in itself. They assume that silence is the *sine qua non* of all school activities. This may or may not be the case, but it should never be an aim of a school, but rather a condition to be brought about naturally and incidentally.

The chief condition of good discipline is found when the good will and interest of the child in his work has been preserved and developed. If that work involves movement, talking, or noise, any or all of these manifestations may become not only harmless but markedly beneficial.

3. *Improved Physical Conditions*

Although much has been said about the necessity of improving the physical development of the elementary school child, yet too little has been said or realized about the imperative necessity of improving the physical conditions of school organization

which act unfavorably upon the health and growth of children.

Children who remain continuously for three hours in one room, in a single seat, do so at a great physical loss. Ordinary class movements are insufficient. The physical relaxation and exercise attending the movement of classes at frequent intervals cannot but prove of great benefit to the general health and growth of the child.

In this connection, the following extract from the writings of Horace Mann may be cited:

"But to make small children sit both dumb and motionless for three successive hours, with the exception of a brief recess and two short lessons, is an infraction of every law which the Creator has impressed upon both body and mind. There is but one motive by which this violence to every prompting of nature can be committed, and that is an overwhelming, stupefying sense of fear. If the world were offered to these children as a reward for this prolonged silence and inaction they would spurn it. The deep instinct

of self-preservation alone is sufficient for the purpose. The irreparable injury of making a child sit straight, and silent, and motionless, for three continuous hours with only two or three brief respites, cannot be conceived. Its effect upon the body is to inflict severe pain, to impair health, to check the free circulation in the system—all of which leads to dwarfishness—and to misdirect the action of the vital organs, which leads to deformity. In regard to the intellect, it suppresses the activity of every faculty, and, as it is a universal law in regard to them all, that they acquire strength by exercise, and lose tone and vigor by inaction, the inevitable consequence is, both to diminish the number of things they will be competent to do, and to disable them from doing this limited number so well as they otherwise might. In regard to the temper and morals the results are still more deplorable. To command a child whose mind is furnished with no occupation to sit for a long time, silent in regard to speech, and dead in regard to motion, when every limb and organ aches for activity, to require a child to sit down in the midst of others whose very presence acts upon his social nature as gravitation acts upon his body, and then to prohibit all recognition of, or communication with, his fellows, is subjecting him to a temptation to disobedience which it is alike physically and morally impossible he should resist."

The above passage has been inserted here because it places such just emphasis upon the necessity of this mobility of children as an educative means. Although this scathing rebuke was uttered many years ago, it is surprising to what extent mere silence and immobility remain the prevailing ideals in the classrooms of to-day.

Children will be healthier as the school organization itself provides for frequent movement. This natural movement is much better than the forced exercises of a gymnastic drill. It is exercise through living, not living to exercise.

4. *Better Equipment*

One of the greatest difficulties encountered by the regular grade teacher is to use easily, and without undue friction, the essential apparatus for the most effective teaching. For example, the material for demonstrating an arithmetic lesson is no sooner brought into use than the session

must end, and be followed by a science period. Experiments of any value in science require considerable time and room. If this lesson is taught properly there will hardly be time left to select and mount the proper map for a geography recitation which follows before the noon recess. As is well known, the difficulties suggested above have proved so great as to prevent almost entirely, in the elementary schools, the proper acquirement or use of needful equipment. Not only is there no time for the constant change of apparatus, but there is no available space in an ordinary class-room for all the apparatus needed for all branches. When to these limitations is added that of economy, which practically prohibits the supply of equipment for all subjects in all rooms, then one can form some idea of the general meagerness under the single-teacher system. But under the departmental plan there is a marked improvement. One of the first effects is that

each teacher equips his own department. The teacher of history is on the lookout for maps and charts, the teacher of arithmetic is collecting weights, measures, etc., the teacher of science, perhaps most zealous of all, is sure to gather a great deal of valuable material and apparatus to make instruction profitable in branches which, for no other reason than the limitations of the single-teacher system, have long been a mere name in the elementary curriculum.

Then, too, a department demands more than apparatus. In science, especially, seats good only for listening and writing are inadequate. Seats which permit freedom of movement are necessary. Or, rather, no seats at all, but tables where children can systematically, and under direction find out the simple elementary facts of nature.

Man is not naturally a sedentary being, although he is fast becoming such. The child can learn while standing, or even

while moving about. It is possible to conceive of a school where there are no desks and seats constructed solely for writing and sitting, but where each corner contains a departmental laboratory to which children can go naturally, and move, and grow, and "learn by doing" the riches of each department as all the rest of the world acquire facts and skill.

5. *Enrichment of Curriculum.*

It is obvious that one of the best means of enriching the elementary course is by broadening and intensifying each branch through expert teaching.

A second means of enrichment is by preserving a proper distribution of time. There is a constant tendency in the single-teacher method to give much more time and energy to one subject than to another. In fact some branches have been notoriously slighted. No matter what the programme calls for, the study the teacher likes best,

the one in which he is best prepared, the one to which his pupils give best attention, or the one the principal magnifies, is the study that receives the maximum amount of work. But, it is fair to assume, that, if a subject is worth putting in the curriculum, it should receive its proportionate time. The departmental plan insures this proper distribution.

A third means of enrichment has been suggested above. A new subject may be added to the course and an expert teacher may be developed to teach its elements. Or, again, a subject that has received little or no attention in certain classes, due perhaps to the need of a peculiar talent on the part of the teacher or teachers, may become as well taught as any study in the curriculum.

For example, a teacher who teaches all the subjects of a grade may do well in all except one, as music. In this work the class may utterly fail. Under the depart-

mental plan, the class could have passed to an expert teacher.

Suppose, again, that it is desirable to introduce a new subject, as cooking, into the course of any school. Under the single-teacher plan, its practical teaching would be hindered. Under the departmental plan, a teacher could be assigned to this branch who would soon become an expert. As the teaching of each study must be enriched by the departmental plan, so the curriculum as a whole will increase in value.

6. *Unity and Force in School Management*

Certain important gains in school management are afforded by departmental teaching.

a. There may be greater unity of work. When an entirely new class begins work with a strange teacher there is bound to be a more or less extended period of groping about for a true beginning. Re-

views and repetitions are manifold. The new teacher knows nominally where the former teacher left off, but results do not tally. Now, under the departmental plan, a teacher teaches the same pupils for years. He can, therefore, lay out the entire work as a complete whole.

b. Responsibility for results in any study may be more directly fixed. Although the single teacher of a grade has been nominally held responsible for the work of that grade, yet he has successfully evaded, and properly too, a large part of that responsibility. If, for example, the principal criticised the work of a class in composition, the teacher would exhibit his class compositions, showing most conclusively, (a) how very defective the class was in that work at the beginning of the term, and (b) how remarkably the class had improved during the same term. Each former teacher of this class would repeat more or less the same set of proofs.

Every supervisor knows that this shirking of responsibility is inherent in the single-teacher plan. Under the departmental plan the composition teacher would have no one to place the responsibility upon other than himself.

c. Economy in the employment of teachers will be gained. In most large cities a number of special teachers has been employed to teach or assist in the teaching of certain subjects known as "special branches."

This practice has resulted in a large increase in the cost of running the schools, particularly because the special teacher has no particular class for which he is held responsible. An increase in the number of special teachers never decreases the number of pupils per teacher. While the special teacher has taught, the class teacher has not been profitably engaged. This is an unnecessary duplication of service.

Again, the character of the work of this

special teacher has often been very faulty, due to the fact that his uncoördinated relation in the school faculty brought about great obstacles in class management and in securing a proper interest. The class teacher can always use more effective means to secure good work than the special teacher.

Under the departmental plan, the peculiar organization itself tends to develop specialists rapidly, at least specialists of sufficient capability for elementary work, and thus the need of an *extra* specialist is no longer felt.

d. The saving of the teacher's time in the preparation of lessons, the saving of the time for needless reviews, and the economy in the use of school equipment have all been discussed above.

e. Pupils may be promoted with less friction. Individual promotion, or promotion at other than the usual times, has been one of the rarest occurrences of the graded school. The brighter the pupil the

more the grade teacher desires to keep him. In recommending his promotion the teacher has everything to lose and nothing to gain; but, under the departmental plan, no such influence need work against a child, for as soon as the required proficience is reached every one of his teachers is interested in his advancement. Another phase of this problem of promotion gives promise of great benefit. Promotion by subject is being adopted in many high schools of the country, and there is no reason why a modification of the system may not be worked out for the elementary school. It has its peculiar difficulties with young children, but the principle of differentiating the individual child and his work is the foundation stone of all progress in the grammar grades.

7. *Other Considerations*

The various reports that have been made, and the discussions that have been held on the subject of departmental teaching have emphasized some other phases of this question which are worthy of mention. Most of these claims are really manifestations of the gains already discussed, but, in a new form, they are significant.

a. Departmental teaching in the elementary school will bring about a much better articulation with the high school. This is not so striking a gain to the pupils of the grammar school as a whole as the more fundamental arguments which have been advanced, but it is, when the school system is considered as a whole, unquestionably a very important advantage.

b. Interest in school work will probably be greatly intensified by departmental teaching. While this may not always follow, as interest is a result of the will, still the natural means afforded tend to produce

a proper condition for greater interest. The variety of teachers, equipment, methods, and general conditions, the physical relief in changing rooms, the continuity of superior teaching, the greater educative freedom, all serve to stimulate the child to his best endeavor. Nothing is more deadening to a child than to listen to the same voice, see the same surroundings, witness the same methods, and all within the narrow confines of a single room, and under the eye of the same teacher. Children become weary from the eternal sameness.

c. Departmental teaching is more attractive to teachers. This is shown by the tendency to prepare in a specialty in normal and training schools.

d. There is great difficulty in properly preparing teachers in the many studies of the elementary schools. If teachers could be prepared in a group of studies only, there would be a greater number of efficient teachers.

e. In schools for boys and in schools for boys and girls where both men and women are teaching, the control of both sexes may be exercised upon boys and girls alike. This will mitigate to some extent the undue influence of either sex.

f. Recreation may be provided for the children of large cities who have been deprived of a recess at 10:30 A. M. It has been found quite impracticable in most large schools to conduct a recess at that time. The departmental plan may give brief recreative periods at short intervals.

g. The special talent of a child is likely to be developed. The greater stimulation of the work in a given department may set free a force which will lead to the selection of a proper vocation by many children.

h. Children become more responsible for their actions and hence increase more rapidly in initiative and independent thought. This result, however, depends largely upon the manner of adaptation, but

the strong tendency of the system is to develop these most desirable qualities in children.

i. Again, children are developed as individuals. The departmental plan tends to differentiate each child and his work. He is, therefore, stimulated to much greater effort. If he can be promoted as soon as he is prepared to advance to a higher grade, certainly no better condition for him than this could be brought about in the school management.

j. Favoritism, or what school children have for generations, called "partiality" will be greatly reduced. Consciously or unconsciously many teachers acquire the habit of making favorites. This is very harmful in a class with but one teacher, but where pupils go from teacher to teacher any evil tendency of this kind will surely be so diffused as to become much weakened.

CHAPTER III.

OBJECTIONS

Many objections have been made to departmental teaching, some from a failure to apply it effectively, and some from a failure to distinguish it from other new methods in elementary schools which may have resembled the departmental plan.

Some prominent educators have raised objections to the departments in elementary schools, seemingly from the fact that they confounded it with the special teacher system.

They have attributed the well-known short-comings of that system to the departmental.

The special teacher has largely failed, not because of any weakness in teaching ability, but because he was unable to establish any proper personal relation to his

pupils, and because he had no coöperative relation as a member of a particular school faculty. He has not failed because he was a specialist. Any approved method of departmental teaching should employ all the functions of a teacher, and then there will be no similarity between the special teacher system and the departmental.

There are, moreover, a few difficulties that are inherent in the departmental plan. These should be studied and overcome, or the resulting friction will hinder the free movement of the system.

The principal objections to departmental teaching are that the plan tends to promote *overwork, weak correlation, narrowmindedness of teachers, difficulties in school management,* and *lack of personal control of pupils on the part of teachers.* The remedy is found in an effective method of adaptation.

1. *Too much work may be demanded of pupils.*

Certainly the tendency is marked, upon the introduction of the departmental plan, for each teacher to magnify the value of his subject. Each teacher is brought into competition with every other teacher in order to secure the interest and effort of each child. But it should be clearly understood at the outset that the tendency to overwork is great under the single-teacher plan. The point of this criticism is that the tendency to overwork pupils is greater and more difficult to control under the departments.

These means of control of school work are offered:

a. Regular conferences of principal and teachers should be held, at which a system may be perfected for the proper distribution and regulation of all home and school work.

b. All home work, as a school requirement, may be abandoned. Many educators have long realized that a period of five hours a day, for ten months in the year, comprises all the work that ought to be demanded of the young children of the elementary school.

c. Home work might be made voluntary. An adoption of any of the above recommendations would, in practice, break the entire force of the objection.

2. *Correlation will be made more difficult.*

This theme has offered wide opportunities for the opponents of departmental teaching.

The six principal phases of correlation are therefore herein examined for the purpose of discussing all the difficulties involved.

a. Proper sequence of studies and parts of studies. This kind of correlation is

positively facilitated by departmental instruction as shown above under "unity of work."

b. Coördination. The equalizing and harmonizing of studies in point of time and valuation is greatly helped by departmental instruction as shown above.

c. Correlating subjects with the faculties of the mind, as well as

d. Correlating subjects with the entire human environment of the child, are correlations which are evidently secured as well or better by the departmental plan as by the single-teacher plan.

e. Unity of studies. Colonel Francis W. Parker based his case against departmental teaching chiefly upon his belief that it would hinder the proper unity of studies. His theory of unity demands, primarily, a teaching of content studies only, while the studies of form or means of expression are taught incidentally.

First, Colonel Parker and his followers

seem to have confounded the special-teacher system, which is practiced in most large cities, with departmental education. These are not to be confounded, hence many of their illustrations are not applicable.

Second, the unity of content and form, along the lines suggested by Colonel Parker and others, is a valuable thought in education, but the educational public has not accepted to any degree the extreme views of Colonel Parker. Therefore, he would make departmental teaching antagonize a theory rather than a condition.

Third, departmental instruction in no sense hinders the unity of content and form to the degree Colonel Parker maintained. The departments may be all content subjects, and each department, as history, may be held responsible for the spelling, penmanship, etc., involved in its teaching. In this way unity may be actually enhanced.

f. Cross-correlation or interrelations between studies. This phase of correlation is

the one most commonly accepted as correlation by teachers. For instance, the science work should not involve division of fractions before this topic has been taught in arithmetic. This is a matter that will not take care of itself, and will prove very harmful to the smooth working of a departmental plan, if not adjusted. It is, however, easy to regulate.

First, a well-developed course of study will take care of all direct correlations.

Second, all other correlations of any value may be adjusted at the conference above recommended.

Third, many magnify, beyond all reason, the importance of this kind of correlation. There are, of course, natural and direct correlations as named above, but many of the "wild-cat schemes" that have been put forward in recent years are not worth consideration. The child will naturally unify all the knowledge that he apperceives. Let him alone. He is a positive unifying

organism. Many plans of correlation remind one of chewing the food for a child. Give him his dinner without depriving him of the privilege of its mastication. He is actually educated by unifying all these so-called "scrappy" and isolated facts of human knowledge.

3. *Teachers may become narrowminded.*

Those who have made much of this point seem to have forgotten that the employment of a single teacher for a grade is a positive form of specialization. The grade teacher is confined to a short cross-section of the course, while the departmental teacher is confined to a longitudinal section. So, even from this view, the departmental teacher does not suffer.

But the narrowing tendency does exist among all teachers, and it is quite probable that the departmental system does not tend to minimize some very objectionable phases of this influence.

In a recent article Dr. Julius Sachs, of Columbia University, calls attention to a harmful condition of over-specialization which has arisen in the high school. His position is so sound and applies so directly to conditions that exist or conditions which must be guarded against in the elementary school that his words are here used at some length.

"The pure departmentalist is a distinct hindrance to the construction of a rational curriculum. He is apt to refuse to teach anything but his own subject, in which case he adds materially to the costliness of the school system, or else he will assent, by way of half-hearted accommodation, to teach as matters of secondary importance to him those subjects that should command the very fullest powers and abilities of the class teacher."

And again he writes:

"I hope I have made it clear that departmental organization is as far removed as possible from specialization in one subject."

And still further:

"The remedy for the all-around teacher of the old

academy days is not to be found, then, in the one-subject teacher, but in the teacher who has definitely prepared himself to meet the requirements of at least three subjects of the curriculum."

Over-specialization may become just as damaging to a school organization as under-specialization. In rushing from the teacher who carries a dilute mixture of anything you may need, we should not embrace the teacher who offers the poignancy of some concentrated extract. The broad-minded teacher must be retained alike in college, high school, and elementary school.

The plan proposed in a later chapter of this work contemplates securing for the schools not only the teacher who can teach a department of related studies better than any one else, but also the teacher who is open-minded and has broad sympathies for all attainments of human achievement.

Holding ever to this breadth of view there is still another phase of specialization of vocation.

We all agree that division of labor promotes efficiency. Again, division of labor has everywhere been characteristic of progress in civilization. But, if specialization produces narrowness, then civilization and narrowness must be concomitant—a thesis which is so paradoxical as to admit of no defense. The narrowest people are those who can do fairly well a thousand things.

It is probable that men are not made narrow by the limits of their occupations, but by the narrowness of their outlook upon life.

4. *School organization may become more difficult.*

This difficulty is not inherent in departmental teaching. It is necessarily greater upon the introduction of any new method. Should the high schools introduce the single-teacher plan for each grade, it would offer many difficulties to those accustomed to the departmental plan.

The work of organization and its conduct depend largely upon the plan adopted. Many have used an over-departmentalized method which is burdensome as well as ineffective. Drawing conclusions from such usage, some writers on this subject have laid great stress on the necessity of a competent principal. A competent principal is necessary for the management of any large school, but where the traditions of a good departmental plan are well established, no greater executive ability is needed for the direction of a departmental organization than for any other. In fact, if the great advantages of improved teaching, discipline, equipment, interest, and physical relief mean anything at all, they must mean that, when the plan is once under way, the very impetus of these gains must actually lessen the burden of school management.

5. *Personal influence and general responsibility of the teacher may be lessened.*

That the personal influence for good exerted by teachers upon children is a very potent agency in education, is a fundamental thesis in pedagogy; but the departmental plan, if properly adapted, will strengthen rather than weaken this valuable personal influence.

First. The influence of the departmental teacher is continuous, extending over the entire course of the child, while the single teacher controls the child for a brief period only, at the end of which his influence is entirely ruptured.

Second. The varying personal influences exerted by several teachers are more like the influences of life, and afford richer varieties of character manifestation.

Third. Under the single-teacher plan, many children are not reached by a proper personal attraction. The teacher's person-

ality may, through no fault of his own, positively repel some children who are thus placed beyond his influence; but, in passing through the departments, each pupil is more apt to meet the peculiar quality in a teacher which is fitted to awaken what is best in him.

Fourth. Thus the rare and more intimate personal relations, which often prevail for good, are more common under a departmental system than under any other.

6. *Other objections that have been raised.*

Many other objections to departmental teaching have been made, chiefly on account of a failure to properly adapt the system to elementary school conditions. These objections are, for the most part, discussed in other portions of this work where the topic has been specially developed. It has been claimed that discipline will become lax, that penmanship and spelling will

become poor, that English generally will suffer, that responsibility will not be definitely fixed, that there will be no time for study, and that class spirit will not be developed. There is no good reason why each and all of these objections will not disappear under the departmental plan, if the suggestions made in the succeeding chapters are carried out. The proposed plan has been perfected in order to overcome the possibility of any such harmful tendencies.

Again, it has been held that the "harder studies" cannot always be placed in the morning hours as under the single-teacher plan. This is true, but the constant physical relief and variety provided by a departmental programme doubtless mitigates the force of this objection.

There is another class of objections, which have been made, which present only the common difficulties of any system of school organization.

It has been stated that incompetent teachers, new teachers, and teachers given to irregular or unpunctual attendance cause trouble. This is true, but such teachers are the cause of trouble under any system or in any school. If the case of the incompetent teacher is taken it might be stated in the following question: Which is the better plan, to place a pupil for one year or one-half year entirely under the control of an inefficient teacher, or to place him under such a teacher for one period of each day? When distributed over a period of years, it will be found that each pupil's lost time is the same under either plan, but most teachers will agree that it is far better to have these weak periods scattered rather than concentrated upon the entire class during a whole year.

In this way the weakening influence seems to be diluted. Was this not the case in your high school and college course? The fact is there can be but few inefficient

teachers in the departments, because the chief advantage of the system itself is that it tends to develop its own expert teachers.

CHAPTER IV.

PRINCIPLES OF ADAPTATION

A few of the fundamental principles of school organization are presented here for discussion and amplification in an attempt to present a pedagogical basis for an ideal plan of adapting departmental teaching to elementary schools.

The chief functions of the teacher must surely find proper expression in any effective plan of school or class organization. The chief developing centers of the child should also be exercised to the best possible advantage under such a plan.

1. *The Prime Functions of the Teacher*

a. Relation to the pupil.

The most important function of a teacher is that which arises from the necessity of caring for the individual child. This duty is best fostered when each teacher is largely

responsible for a certain group or class of children.

The younger the child the more this function of the teacher predominates. The history of education shows that this principle has always been observed, as our lowest grades have uniformly employed teachers in the closest personal relations, while our institutions of higher education have always shown a tendency to ignore entirely the personal relation to the student.

A notable departure has just been introduced at Princeton University in the preceptorial system. This system distinctly recognizes the value of emphasizing the personal care and responsibility for each and every pupil on the part of the teacher. Many high schools have long appreciated the force of this function, and in many of these schools, each class of students has been placed under the personal supervision of a certain teacher.

This personal touch is not only beneficial

to the child as a dependent who by nature needs constant advice and direction, but it is an indispensable condition for all effective teaching. The first great work of the teacher is to gain a strong personal control over his pupil. Many teachers have failed because this relation had not been firmly established. Likewise, many plans of teaching have not succeeded for the reason that these plans did not provide for the development of the personal relation.

b. Relation to the branches of study.

Primarily, the child attends school for the express purpose of learning something, and therefore the teacher's second duty is to instruct him in a study or studies.

The best instruction is sure to result from particular preparation in and presentation of one subject. Hence, the most effective activity of this function is in the selection of a special branch by each teacher.

The higher institutions of learning, of course, have developed to their present

efficiency through this function alone. Many signs indicate that it has been perfected at the expense of other obligations.

The elementary school, however, has always ignored this function until in recent years it has been forced to make use of the special teacher. This practice simply proves the necessity of recognizing that one of the greatest duties of any teacher is to give the very best possible instruction in the subject matter of the curriculum. All must agree that this can be accomplished only when the teacher becomes a specialist in teaching a given subject.

c. Relation to the school.

Many teachers fail to recognize the great value of the school as an organized whole instituted for the benefit of the child.

The tendency is to ignore this relation as much as possible by conceiving of each class as a complete whole. In many schools teachers do not know how to work together. There is no common forum,

but rather government by a dictator.

The best expression of this relation is in a thoroughly organized faculty. The work of a faculty, as such, is one of the most important functions in school work. But there is a vast difference between a constructive coöperation and a destructive dictation. Appearances are many times deceptive.

The unguarded and incapable child is placed in school. Who is personally and directly responsible for him? His class teacher. The child goes to school to learn something of value—to study branches of knowledge. Who is responsible for the teaching of these studies? His departmental teacher. The child is individually a part of the school—a social whole. Who is responsible for the school? The faculty. The competent teacher is, therefore, one who can control, instruct, and coöperate.

2. *The Threefold Nature of the Child*

a. The intellectual nature.

Primarily, the school gives chief consideration to the intellectual development of the child. The best educative methods are those which best facilitate the mental act of learning. Since the fundamental principle in mental growth is spontaneous mental action, it is evident that the school organization should consider how best to bring about conditions under which each child is given the responsibility for a fitting amount of work, together with the most favorable circumstance for its accomplishment. The child must in his turn become the worker, and all methods should positively foster this independence of thought and action.

b. The moral nature.

There can be no doubt but that the moral nature of the child is best developed when he habitually *wills* to do his best. The

first and greatest problem of the school is to interest him in right action. Right action will be stimulated and will follow most naturally those conditions in school management where the child is offered the greatest opportunity for freedom of choice. It is obvious that there is no possibility of adequately educating the moral nature unless the child be given the opportunity to do wrong as well as to do right.

This principle of freedom has been so abundantly tested in American civilization that it is difficult to understand why it is not accepted universally in the schools. Of course its application in the elementary school must be limited in comparison with the degree in which it is applied to civilized society. The school should create an atmosphere in which each and every child shall feel that he is being led to do right rather than wrong, that he is held responsible for the just discharge of all his privileges, that high ideals of attain-

ment are ever kept before him and within his reach, and that his energies find full opportunity for self-control as well as for the control of others and the direction of school activities.

There are two requisites in school organization which determine the extent and force of moral education. The teacher, his character, personality, and influence, is the first determining agency. The young child looks to persons in authority for ideals of conduct. Their right activity becomes surely the right activity of the learner, and the pupil who comes under the control of a great and good teacher is always influenced for good.

The second agency is the method of school organization. That method is always best which allows the greater liberty. Of course, this liberty should never become absolute license, nor should it approach immoderation.

As liberty of action is granted to adults

only in a limited degree, so it should be granted to children in a less degree, but it is important to see that no method fosters moral development except that which recognizes free will.

c. The physical nature.

It is almost trite to say that these three natures of the child are a unity, and always develop together. The main fact is that no one of these natures can far outstrip another without all failing to attain their proper growth. Each supports the others.

Somehow, as Herbert Spencer long ago pointed out, the school has failed to give proper attention to the physical development of children. And further, as he also pointed out, what the school has provided by way of gymnastics has been just a little better than nothing.

The essential fact to realize is, that the school organization—the school program—should in its execution automatically bring about the needed physical education

while it works out the mental and moral education. Living itself provides physical activity for adults.

The carpenter needs no special gymnastic exercises. The man who works in an office has long since abandoned his dumbbells and has taken to all kinds of athletic sports, both outdoor and indoor, not because they necessitate physical exercise, but because they supply the best amusement and recreation, the delight in which is the common heritage of all mankind. So the school should furnish a natural physical relief and activity for the child, and that system of school organization which facilitates the frequent physical relief and exercise of the child is best.

CHAPTER V.

PLAN OF ADAPTATION

COMMON SUBJECT PLAN

The discussion of the advantages of and objections to departmental teaching which has been presented above is predicated largely upon a use of the following plan of adaptation. This plan is not only the outgrowth of personal experience, but it is also deduced from the considerations brought forward in the preceding chapter.

1. *Personal Control of Children*

Pupils should be grouped into classes and grades largely as under the graded, single-teacher system. Each teacher should be assigned to a class as its "class teacher" or preceptor, and should be held responsible for the personal welfare of each and every child in his class. He should also be held directly responsible for all matters in school organization relating to his class

which do not properly fall under the control of some departmental teacher. And, above all, he should be the teacher who exerts the strongest personal influence for good over each and every member of his class.

2. *Presentation of Studies*

a. A common study—English. Each teacher should be a class teacher, and as such should have sufficient opportunity allotted to him to establish a potent influence for good and sufficient time to perform the many class duties involved in the school organization. These duties are many, and comprehend such as recording the attendance and supervising the entrance and exit of pupils.

The most economical way to give this time is to have each teacher teach his own class in a certain subject taught in common by all teachers.

This subject should be English or one or more of its subdivisions. The reason is

apparent: English is a peculiar study in the elementary school in that it is fundamentally common to all other studies. Teaching cannot be performed in any study without the constant use of oral and written English; therefore, the forms of penmanship, spelling, capitalization, punctuation, and grammatical usage must be ever under the responsible examination of each and every teacher or else great waste will result.

The child should feel that it is just as necessary to write well and to spell correctly under his history teacher as under his English teacher. If the responsibility for the attainment of proper English usage on the part of both teacher and pupil is not placed alike upon each teacher in an elementary school, pupils will habituate themselves to writing well, when under the penmanship teacher, and scribbling in all the other departments.

Many have held that the importance of

English is such that it should be specialized. The importance of English as a branch in the elementary school doubtless transcends the value of any other branch, and that reason alone may indicate why no elementary teacher can afford to be anything else than an elementary specialist in English.

But, English is also peculiar in being the one common branch. It is distinct and separate on account of these qualities from all other branches. No teacher can teach a single lesson in any study without using it constantly, and for this very necessity he is perforce an English teacher whether he wills or not. Every child that sees or hears his English expression is imbibing his strongest ideals and habits of English usage. From this, it will be seen, that it is positive economy in the grammar school to require at least an elementary specialization of the English branches on the part of every teacher.

It must not be concluded from this, however, that certain English branches, as grammar or penmanship, may not, at times, be profitably departmentalized. The gain of this suggestion will depend upon the peculiar conditions that exist in a given school. As a rule, all, or a part of the English branches, should be taught as a common study in all elementary schools.

b. Departmental studies. In addition to being a class teacher of one class, each teacher also becomes the special teacher of a certain study or group of related studies, which is known as a department. The studies to be taught by a teacher might be, for example, English and arithmetic. He would teach only his own class or grade in the English branches, but he would teach arithmetic to all the classes or grades in that part of the school which is organized into departments.

3. *Faculty Organization*

The departmental plan, or for that matter any plan, will not work successfully unless there is a properly organized faculty. Coöperation is greater than dictation. Where the martinet principal stalks all may appear well, but, in reality, desolation abounds.

The school spirit, progress, and work are all promoted by a faculty. Any school does its best work only when it is organized as a united whole, and each teacher performs his greatest service only when he realizes the great value of entering into the work of the entire school with the same zest that he pursues his departmental work.

The plan proposed above presupposes regular conferences of teachers at which various local school questions may be discussed and set right.

The faculty meetings may be extended to cover a wide range of professional endeavor and activity.

4. *Equipment of Departments*

The equipment of departments will follow departmental teaching almost as a corollary. But this feature is such a striking advantage of departmental teaching that it should be developed as a necessary part of the school equipment and work. The special purpose and work of a department should control the selection of all furniture, apparatus, and supplies which it uses.

Hence the departmental teacher should be permitted to choose the necessary material and equipment for his department. It is quite probable, as the plan of departmental teaching develops, that the complete equipment of certain departments, as cooking, shopwork, and science, might interfere with the use of the room as an ordinary classroom for the study of English. When such a development takes place the room should be made large enough to accommodate both the full departmental

Special Departmental Room
Plate I

equipment and the desks and chairs suitable for English work.

5. *Movement of Classes*

The movement of classes from one department to another is essential to success. The class teacher must feel that after he has instructed his class for a time in the common subject, he can best serve this class by sending it to a specially equipped department under a special teacher, while he in turn gives specialized instruction to another class.

6. *The Introductory Organization*

The first steps taken in introducing the departmental plan of teaching are very important. These suggestions are offered for consideration:

a. Begin with the highest class and unite in the first departmental division the five, six, or seven highest classes. Never take less than three nor more than eight classes. Five is probably the ideal number.

If the school is very large, having twelve

to fifteen classes in the last two years, two or more departmental divisions may be formed, as it were, along side of each other. Or, if it is desired to organize the last four years of the course departmentally, one departmental division might even be allowed to follow another, but this should not be generally permitted. The parallel arrangement is always preferable where the conditions are the same.

It is, of course, desirable to include all the classes of any given year in a departmental unit, but not always necessary. For example, if in a certain school there are nine classes in the last two years it would be better to organize departmentally the highest six or seven classes only than to comprehend the nine classes in one division. Or, it might be profitable to organize two divisions, one division taking in part of the sixth year. The point in the course at which a division should end is not so important as other considerations.

b. The selections of departments by teachers and their final adjustment and assignment is a matter governed largely by individual preferences, aptitude, previous education and experience, and general conditions. After some compromises have been made, the principal must make the final assignments.

The following table, showing possible arrangements of the departments under a different number of teachers, is submitted.

Departmental Divisions

Four Teachers

Teacher A—English, Mathematics

Teacher B—English, History, Music

Teacher C—English, Geography, Science

Teacher D—English, Manual Training

Drawing is included under manual training.

Physical training and penmanship would

be taught as common branches under English.

Nature study and hygiene would be taught under science; civics and ethics under history.

Five Teachers

Teacher A—English, Mathematics
Teacher B—English, History
Teacher C—English, Geography
Teacher D—English, Science, Music
Teacher E—English, Manual Training

Six Teachers

Teacher A—English, Mathematics
Teacher B—English, History
Teacher C—English, Geography
Teacher D—English, Science
Teacher E—English, Manual Training
Teacher F—English, Music, Physical Training

Seven Teachers

Teacher A—English, Mathematics

COMMON SUBJECTS
ENGLISH - PHYS. TR.

TEACHER A

DEPARTMENTS
MATHEMATICS

M		7A		7B		8A	8B
T		7A	8B	7B		8A	8B
W		7A		7B		8A	8B
T		7A	Eng.	7B		8A	8B
F		7A		7B		8A	8B
OPENING EXERCISES		PHY. TR.	8B	Eng.	8B	Eng.	8B
				NOON RECESS			

ENGLISH - PHYS. TR.

TEACHER B

HISTORY - MUSIC

M		7B		8A		8B	7A
T		7B	8A	8A		8B	7A
W		7B		8A	8A	8B	7A
T		7B	Eng.	8A		8B	7A
F		7B		8A		8B	7A
OPENING EXERCISES		PHY. TR.	8A	Eng.	8A	Eng.	8A
				NOON RECESS			

Teachers' Programs
Plate II

ENGLISH - PHYS. TR. **TEACHER C** GEOGRAPHY - SCIENCE

M		8A		8B		7A	7B
T		8A		8B	7B	7A	7B
W		8A		8B		7A	7B
T	Eng.	8A	PHY. TR.	8B	Eng.	7A	7B
F		8A		8B		7A	7B
	OPENING EXERCISES				NOON RECESS		

ENGLISH - PHYS. TR. **TEACHER D** MANUAL TR. - DRAWING

M		8B		7A		7B	8A
T	7A	8B	7A	7A	7A	7B	8A
W		8B		7A		7B	8A
T	Eng.	8B	PHY. TR.	7A	Eng.	7B	8A
F		8B		7A		7B	8A
	OPENING EXERCISES				NOON RECESS		

A.M.					P.M.		
9:	15 9:15	40 m. 9:55	40 m. 10:35	15 10:50	40 m. 11:30	30 m. 12:	60 m. 1:	40 m. 1:40	40 m. 2:20	40 m. 3:

Teachers' Programs
Plate III

CLASS 7B

M	Gr	H	A	Sp		R	M T	G
T	C	H	A	P		L	D	S
W	Gr	M	A	Sp		R	M T	G
T	C	H	A	P		L	D	S
F	Gr	H	A	Sp		Cor	M T	G
	OPENING EXERCISES		PHYSICAL TRAINING		NOON RECESS			

CLASS 7A

M	Gr	A	M T	Sp		R	G	H
T	C	A	D	P		L	S	H
W	Gr	A	M T	Sp		R	G	M
T	C	A	D	P		L	S	H
F	Gr	A	M T	Sp		Cor	G	H
	OPENING EXERCISES		PHYSICAL TRAINING		NOON RECESS			

A.M.					P.M.			
9:	9:15	9:55	10:35	10:50	11:30	12:	1:	1:40	2:20	3:

Class Programs
Plate IV

CLASS 8B

M	Gr	M T	G	Sp		R	H	A
T	C	D	S	Dic	NOON RECESS	L	H	A
W	Gr	M T	G	Sp		R	M	A
T	C	D	S	Dic		L	H	A
F	Gr	M T	G	Sp		Cor	H	A
	OPENING EXERCISES		PHYSICAL TRAINING					

CLASS 8A

M	Gr	G	H	Sp		R	A	M T
T	C	S	H	Dic	NOON RECESS	L	A	D
W	Gr	G	M	Sp		R	A	M T
T	C	S	H	Dic		L	A	D
F	Gr	S	M	Sp		Cor	A	M T
	OPENING EXERCISES		PHYSICAL TRAINING					

Class Programs
Plate V

Teacher B—English, History
Teacher C—English, Geography
Teacher D—English, Science
Teacher E—English, Manual Training
Teacher F—English, Music, Grammar
Teacher G—English, Physical Training, Composition

c. The program should be carefully prepared so that no conflicts will occur.

An appropriate one should be given each teacher and pupil, and then the system should be ready to operate successfully, provided the interior organization is made to conform to the suggestions of the following chapter.

The more pronounced gains secured by the above plan over all other plans of departmental teaching may be stated as follows:

1. *The same personal control of children is attained as under the single-teacher plan.* This is accomplished by assigning each pupil to the care of a class teacher, and by

providing ample time for the class teacher to establish his influence. The physical well-being of the child is cared for through the development of the first function of the teacher.

2. *School management is simplified.* Whatever advantages follow the single-teacher plan are preserved. The entrance and exit of pupils, the disposal of clothing, the keeping of class records, the distribution and control of all supplies, can all be managed directly through the class teacher. The making of a program is greatly simplified. The time for the departments is first assigned, then the remaining time is taken by each class teacher for English.

3. *The plan is easily adaptable to all ordinary school conditions.* The above plan is much more flexible than any other. It can be introduced as readily in a small school as in a large school.

Even in a small school where there are two grades to each teacher it can be em-

ployed with great advantage. The method of application is to have the two grades move at the same time, and in each department one grade recites while the other studies as in the regular classroom.

	A.M. 9:	9:30	10:10	10:50	11:30	P.M. 12:	1:	1:40	2:20	3:
M	COMMON SUBJECT ENGLISH	DEPARTMENTS				NOON RECESS	COMMON SUBJECT ENGLISH	DEPARTMENTS		
T										
W										
T										
F										

A Model Departmental Program in Graphic Outline

Plate VI

CHAPTER VI.

DETAILS OF ADAPTATION

In discussing the details of departmental teaching the writer has drawn freely upon the results of four *questionnaires* which have been placed at his disposal.

One was conducted by Dr. Edward W. Stitt, District Superintendent of Districts 8 and 12, New York, in 1903; two were conducted by the Board of Superintendents of New York in 1903 and 1905, and another was conducted by the Schoolmen of New York in October, 1905.

1. *Assignment of Studies*

The principle that the teacher should select his own specialty should prevail as far as possible. Compromises, however, must often be made.

2. *Program*

The time before and after all recesses, entrances, and dismissals should be given to the class teacher. This secures proper opportunity for the recording of attendance, care of clothing and books, and is the best time to use for the common study. The departmental time will take up the middle periods.

This arangement may be graphically shown: see plate VI.

3. *Coördination of Departments*

It is very important that the special work of each teacher be as nearly equal to that of every other as possible.

Content studies may be placed in groups so that each group shall embrace related studies.

It will be found very difficult to equalize the time of each department exactly according to the requirements of most courses of study. But, the best courses of study

leave a margin of "unassigned time" which assists to balance the periods within the requirements.

Exact time limits are immaterial and should never be insisted upon in the execution of a school program, but relative time periods are important. Each study should be given its proportionate time. When the plan of proportionate equalization of departments has been carried out, it will be found to facilitate greatly the making of a program.

4. *Length of Periods*

The preferable length of the period is forty minutes. However, it is often desirable to have some periods, as manual training, longer, and some, as music, shorter. A variation of five or ten minutes in the length of a period to suit particular conditions is not material.

5. *Movement of Classes*

The movement of classes between periods

should take from three to five minutes. Some speak of this time as lost, but the great necessity of physical relief ought to convince one that an intermission of five minutes between periods for free movement between departments is both possible and profitable. This movement between classrooms may be used as a brief recreative recess, and in modern schools, where the halls are wide enough, it will be found possible to allow some free play during this breathing spell.

On account of the varying heights of seats and desks, children should be asked to form lines according to size, *i. e.,* the smallest pupil first. The seating of most classrooms is graduated from the lowest desks in front to the highest desks in the rear.

Therefore, if a class always comes in and goes out of a room arranged in this same order, each pupil will be in his own properly adjusted seat at each recitation.

If conditions are such that freer move-

ment can be permitted, each pupil may take such seat in each room as has been assigned him. If each pupil is required to sit in the same seat at every appearance in a given department it will greatly assist in noting attendance. The number of vacant seats shows the number of absentees.

In schools containing boys and girls, care should be taken to form the girls in lines separated from the lines of the boys. The halls are usually best supervised by requiring each teacher to stand in his classroom door during change of classes.

6. *Study*

Children in the elementary school are in great need of a proper amount of time for independent preparation of lessons. It is important to see that five hours is about all the time that a child should be held to his daily school work. Therefore, a large part of this time should be given for independent study. The full school time pre-

scribed for a subject should be at the disposal of the departmental teacher so that he may use it for study or recitation. Therefore, each departmental teacher should control all the time assigned to his department. The time for study is whatever time the teacher may think best to assign for such an exercise.

The "omnibus study period" threatens to work great harm to the principle of school study, and is, therefore, not recommended as a part of a departmental school program.

Every study period should be set apart for preparation in a certain study or studies, and the work done during this period must be supervised and examined by the teacher of the appropriate department. Every child should feel that he must render as strict an account of the use of his time during a study period as during any other period. Study to be done at home should be carefully controlled by the faculty to the end that overwork may not take place.

7. *Discipline*

In general, the teacher who is in immediate charge of a class should be responsible for its conduct. The responsibility for the discipline between periods must be placed by some faculty plan, as conditions vary greatly.

Acts of disorder may be profitably reported to a class teacher so that he may support the departmental teacher by means of his own class organization, but the teacher in immediate charge should be primarily responsible.

8. *Attendance*

The attendance of a class should be noted and recorded in the usual way. The class teacher should be held responsible for the good attendance of his class and should use all proper means to perfect it. The attendance of pupils in each department is easily kept by the class president or secretary who enters the record in a book which

School_____ Class *B* *December, 1907*

Report of *William Gray, Secy.*

Pupils	2	3	4	5	6	9	10	11	12	13	16	17	18	19
William Gray														
Frank Dix		+												
James Stone				—										
Horace Smith				⊖										
Henry Hall				○										
John Wilson		+		—										
Mathematics	*A-*	*A-*	*A-*	*A-*										
History - Music	*B-*	*B-*	*B-*	*B-*										
Geography - Science	*C-*	*C-*	*C-*	*C-*										
Manual Tr. - Drawing	*D-*	*D-*	*D-*	*D-*										

Special Departmental Attendance Record
Plate VII

School_____ Class *B* _____ *Dec. 5, 1907*

Report of *William Gray, Secy.*

Absent_____

John Wilson
James Stone

Excused from Classroom_____

Horace Smith.....Ret.
Henry Hall

Report of Departmental Teachers

Mathematics	*A*
History - Music	*B*
Geography - Science	*C*
Manual Tr. - Drawing	*D* . *Henry Hall has no pencil.*

Special Departmental Attendance Record
Plate VIII

should be signed by each departmental teacher. Any pupil's tardiness or absence from the room may be recorded in the same way. Each day the class teacher attends to these reports and other such reports as it may be found best.

9. *Correlation*

Correlation is a proper subject for faculty conference. The curriculum will provide for most correlations, but those correlations which can be taken up to advantage, as points of contact between departments, are easily adjusted as the work progresses.

10. *Absent Teachers*

Of course the effectiveness of the work left by the absent teacher depends entirely upon the ability of the substitute as it does under any system. In some schools, able teachers from lower grades have acted as "understudies", so that the substitute could take up the easier work of a lower grade.

School _____ **Monthly Report** of _____ Gr. _____

190 - 190	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Average
Mathematics											
Geography											
Science											
History											
Manual Tr.											
English											
Absence											
Tardiness											
Conduct											

Departmental Report Card (Face)
Plate IX

	Date		Parent's Signature	Remarks
S				
O				
N				
D				
J				
F				
M				
A				
M				
J				

EXPLANATIONS

CLASS TEACHER _____ PRINCIPAL _____

Departmental Report Card (Back)
Plate X

11. *Records and Reports*

The record of each pupil's work should be recorded as it is performed. It should be made in each subject and given by the teacher of that subject. Records should always be proportionate to educational value. Reports may be collected by the class teacher and made to supervisors and parents as recorded. It is highly essential that the record of individual pupils be recorded and reported to parents and supervisors of departments, and exactly as given in those departments.

12. *Spelling and Penmanship*

Every departmental teacher, as he is also an English teacher, should be very watchful of and largely responsible for all the spelling and penmanship done in his department. This subject is a proper one for conference.

It may be helpful to suggest one means of perfecting the use of written English

throughout the departments. Fifteen per cent. of every piece of written work might be agreed upon as its English valuation. One per cent. might be deducted for each misspelled word, one per cent. for each error in capitalization or punctuation, five per cent. or more for poor penmanship and other errors. All deductions are to be made from the mark attained in the given subject on the paper being considered up to the maximum of fifteen per cent. This plan could be worked without any maximum. Also, to a limited extent, papers may be rewritten for the sake of English form.

13. *Text-books and Supplies*

As far as possible each departmental teacher should have charge of the text-books and supplies which belong to his work.

14. *Fire Drills and Regular Dismissals*

At the sound of the fire alarm each teacher should take charge of the class

under his immediate control, and proceed as directed for classes in his room. Class teachers should receive and dismiss their classes at regular entrances and dismissals.

15. *Detention*

If children are detained after school hours difficulty will arise from the fact that two or three teachers will require the same pupils at the same time. This conflict may be easily overcome by a plan which provides that each department or teacher may detain only for a certain day of each week. Thus, the teacher of history may be given the first right to detain delinquent pupils on Monday.

16. *Signals*

The best plan for signals is doubtless to ring the call-bell twice to give notice of the end of the period. Each teacher knows then that he has a certain period (three to five minutes) in which to prepare his class for the passage to another room. At the

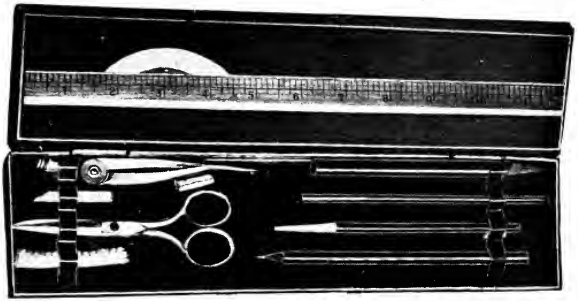
end of this brief period the call-bell should ring once and all classes may march in order to the assigned room.

17. *Location of Departments*

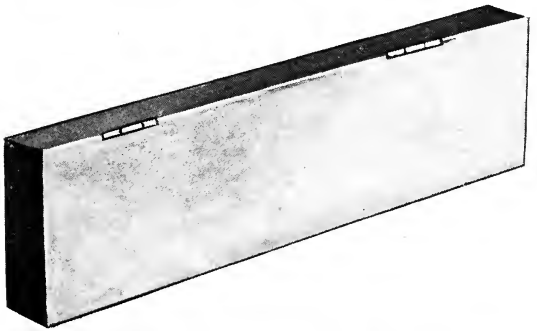
The classrooms used by any departmental division should be as near together as possible, as the movement of classes is liable to disturb pupils not in the departmental plan.

18. *Management of School Implements*

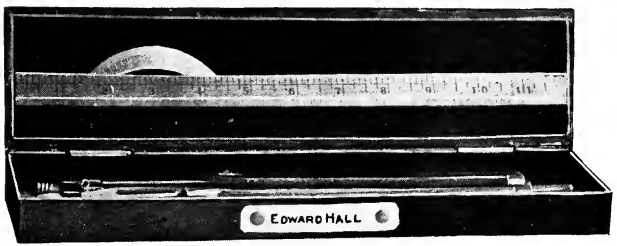
The distribution, collection, and proper care of pencils, pens, rulers, and other articles is one of the most unsatisfactorily conducted exercises in the public schools. A large amount of time and money is wasted in the confusion of the process and the loss of material. A still greater waste is the loss to education in that so many teachers are quite willing to work without proper implements or with none rather than assume the responsibility of their care. Exercises that should thus be enriched by use-



Fully extended showing how each article is held in place



Closed ready for carrying



On desk ready for use
Pupil's Box for holding Pencils and other Articles

ful tools are reduced to little more than a barren lecture.

A child should be given the essential tools for all his lessons, and held responsible for their condition. He should use the same implements at all times, and, therefore, they must be often inspected. When a pupil leaves his classroom to enter other departmental rooms, he should take with him such books as he needs together with his regular school implements, which may be carried in a tin box suitably arranged for that purpose. In this way all delay in giving out and taking up material in each department will be avoided.

CHAPTER VII.

MISTAKES IN ADAPTATION

The view of departmental teaching hereinbefore presented has been the positive form. If there is general agreement as to the value of the plan presented, then mistakes in adaptation and use will be found in the failure to conform to its general requirements. It is doubtless profitable, however, to call attention to the more common errors which are customarily made.

Many principals introduce a system of teaching which they call departmental that has little or no relation to any approved method. They actually invite disaster by their own errors.

Another class of principals are conducting departmental teaching, as it were, "by main strength." It is applied in such a way that the ordinary changing conditions

of the school affect it too much. New school terms, new teachers, absences, and physical conditions entail unwonted and wasteful effort. Usually this condition follows an over-adaptation of the plan.

A large number of principals, therefore, hesitate to undertake a plan which seems to be so easily interrupted. They fortify their position by citing particular conditions in their schools which appear to them insurmountable. But the point to be made is that if departmental teaching is fundamentally more valuable than the single-teacher plan, then it is valuable because, by its introduction, conditions are positively bettered. If, then, the general conditions of any school are undesirable, the proper introduction of the departmental plan should improve these conditions.

There may be conditions in a given school which hinder the introduction of departmental teaching, but such instances are extremely rare. The conditions most

commonly offered as detrimental to departmental teaching are really only those conditions which hinder the wrong adaptation of departmental teaching. The plan of departmental teaching which experience has evolved as best is clearly one which adapts itself rapidly, and greatly improves conditions and results in all schools, large and small.

The following errors in adaptation are selected for discussion as most common.

1. *All studies have been departmentalized.*

This practice is directly opposed to the more flexible plan offered above. It is truly over-departmentalization. It ignores largely the first function of the teacher by providing no time for its exercise. The ordinary physical changes involved in school management become too burdensome with young children. Penmanship, spelling, entrances, dismissals, detentions, care of books, clothing and supplies

all become sources of endless difficulty.

2. *Children have remained in the same classroom during the entire day.*

It is difficult to understand how this error could be made in view of the added interest, the physical relief, the better equipment, and other gains made possible by the passing of pupils from one departmental room to another.

The teacher, who is then compelled to go from room to room, is either obliged to do without equipment altogether or to carry it for instantaneous adjustment. This is one of the greatest objections to the special teacher plan. Imagine a science teacher carrying apparatus, or a geography teacher carrying maps and globes from room to room! The example of the high schools in this regard is ever present to temper and guide the elementary school.

3. *Music and drawing have been assigned to the class teacher.*

Among the chief advantages of depart-

mental instruction are the gains of expert teaching and the enrichment of the course. Music and drawing have suffered long for want of expert instruction, and should be the last studies to be left to the class teacher unless, of course, that teacher is a specialist.

4. *Class teachers have been held responsible for the discipline of their classes at all times.*

This error is palpable, and one could hardly imagine a college or high school pursuing such a scheme.

The class teacher, however, may exert a great influence for good behavior over each and every member of his class, and, indirectly, his class organization should support the good discipline of his class at all times.

5. *Teachers have been assigned to studies in combinations unnecessarily disassociated.* There is evidently great loss of time and strength in preparing for expert teaching in unrelated studies. This refers partic-

ularly to the waste which follows the practice of making up a program, so that "odds and ends", as it were, are left over. For example, the science teacher must teach a period of grammar and another of history; the history teacher must take a period of arithmetic and another of composition. Every means should be taken to avoid this necessity. One of the advantages of the above plan of adaptation is that such contingencies are minimized, if not wholly avoided.

Yet again, in no sense should the departmental teacher become too narrow by an undue specialization.

6. *No head of department has been named where two or more teachers are teaching the same subject.* In large schools two or three teachers are often teaching history or arithmetic. Much is gained by naming one as a responsible head.

7. *The study period has been ineffectually managed.*

Some sort of effort by way of preparation should be made by each pupil, unassisted and unhindered, before each formal recitation. The study period is very important and should, therefore, be placed at the beginning of each session, and, if this is insufficient, a part of each recitation period should be taken. The practice of placing the study period late in the day is objectionable, because the incentive or need of learning a lesson is too remote to overcome the fatigue of children who have been in school all day.

8. *Promotion marks have not been proportionately coördinated.*

The amount of time given a subject by the program should be paramount in determining the value of each "A," "B," or "C" of a given subject. The "B" of music (60 minutes) should not count the same towards promotion as the "B" of English (360 minutes).

9. *There has been too much giving of*

instruction—not enough individual work on the part of the pupils.

There is no valid reason why this pernicious tendency should be carried over from the single-teacher plan to the departmental.

10. *Too many teachers have taken part in a single departmental unit.*

In many schools it has been the practice to unite all the teachers of the last two years into one departmental division regardless of the number. Surely, it needs no argument to prove the absurdity of sending a child on a confusing round of ten or twelve teachers. Such a practice is unknown in high schools or colleges.

CHAPTER VIII.

LIMITATIONS

Departmental teaching from the nature of the system can be employed only in schools which fulfil certain conditions.

1. *Size of School*

Departmental teaching may be used successfully in any school where there is at least one teacher for each year of the course. This would mean that the school of minimum size would be one which contained at least eight teachers in the entire elementary course.

There is no maximum size for the school containing departments, because, in very large schools, such as exist in some cities, two or more departmental units might be organized. Proper relations between these units may be easily established.

2. *Size of Class and Room*

The size of class is not material so long

as the largest class can be accommodated in any room.

Likewise each and every room should be large enough to seat each class. The size of classes may vary to any extent without affecting the system, providing the above requirements are met.

3. *Part of the Course to be Departmentalized.*

The work of departmentalizing should begin with the last year, and it may include the pupils of each lower year down to the fourth. The line of departure between the single-teacher and departmental systems may be drawn at any time in the last four years that the departmental plan seems about to work itself out as a complete whole. The particular point of cleavage is immaterial. It should, however, be kept in mind that a child is ready to enter a modified system of departmental teaching as soon as he has mastered the mechanical parts of

reading, writing, and arithmetic. Therefore, the departmental plan can be applied to any or all of the last four years, always beginning with the last year.

4. *Number of Teachers*

In a departmental unit, there should not be over eight teachers as a maximum, nor less than three teachers as a minimum. It is quite evident that there can be little departmentalization or expert teaching with less than three teachers, but three teachers may work effectively under such a plan.

To allow a child to meet more than seven or eight teachers is bewildering, and carries specialization entirely too far. The elementary course should seldom be broken up into so many highly personalized parts.

The preferable number of teachers to employ in any departmental unit is four or five. This number will usually suffice to accomplish the work, and provide all the profitable advantages of expert instruction.

CHAPTER IX.

OTHER PLANS OF DEPARTMENTAL TEACHING

1. *The Study-Hall Method*

The study-hall plan is the most common method of using departmental teaching in high schools, and it has been employed in many elementary schools for some years. The plan is conducted to the best advantage when all the pupils of a school or departmental unit have desks in one large hall. The departmental rooms in which all teaching is done are situated about the study hall, and upon signals at the beginning and end of each period, the classes move to and from the study hall, which is reserved solely for the preparation of lessons.

The chief advantages of this plan are:

a. The departmental rooms may be more specially constructed and equipped

into practical working laboratories than under other systems.

b. Economy of time is gained in being able to examine, control, and direct an entire departmental division at one time and by one teacher.

The disadvantages of this plan are:

a. It destroys the possibility of a proper personal control of young children.

b. The study hall and its management present great and peculiar difficulties. The assemblage of large numbers in a hall seems to hinder the maintenance of a proper repose for study. The teacher in charge must discharge a peculiar function which seems separate from the common duties of a teacher, and which can be satisfactorily performed by very few. If a special director of the study hall should be employed, he would be out of touch with the other teachers, and his salary would entail additional expense.

c. This plan necessitates a special and

expensive construction of the school building on account of the extra seating required.

2. *All Teaching under Specialists*

In many large schools it has been possible to use a plan by which each study was assigned to a particular teacher, who soon became, in an elementary sense, the special teacher of that subject. The children never recite with their class teacher in any common study, and in some instances do not meet with their class teacher in any study.

The gain of this plan is great specialization of teaching.

The losses are difficulty in school management, and in personal control of and responsibility for general results. Children meet too many different teachers during the week for effective work.

3. *The Peripatetic Method*

There can be no impropriety in terming the plan, under which the teachers go from classroom to classroom to give instruction in their specialty, according to the method

of the celebrated Greek. By this method each class remains in its own classroom all day. This plan follows the practice of the special teacher system, and entails most of its faults, but it is by many believed to maintain a condition of better discipline.

It is sometimes tried in schools where the physical conditions of rooms and halls make undesirable the plan of frequent movement of classes composed of boys and girls. Where such conditions exist, it is questionable whether departmental teaching should be tried at all.

4. *A Departmental Unit for each Year*

In some large schools a departmental division has been organized in the eighth year and one in the seventh. Others have adopted this plan by beginning in the eighth year and completing the division in the seventh or lower and then beginning where the first division ended to form another in the sixth and fifth.

The gains of this plan are that: first, it

keeps the number of teachers in a division at the most effective number; second, it promotes more intensive specialization by lessening the amount of subject matter to be covered by each teacher.

However, there is a great loss in continuity of teaching one subject and responsibility for results in that subject, due to the fact that two or more teachers follow one another in specializing the same subject in the same school. The first form of the fourth plan is very objectionable because, if the point of cleavage between divisions is made at the end of each year, great difficulty will be found in making a program and providing the proper number of teachers, as the number of pupils varies with each term.

Modifications of the above plans have been tried, but the plan that employs a common study is surely best adapted to all the present conditions of public schools.

CHAPTER X.

GENERAL CONSIDERATIONS

1. *Optional Introduction*

Until departmental teaching is popularly accepted, it should be introduced in each school at the option of the principal and teachers. This will mitigate the effect of a reaction, which is bound to set in, as well as enhance the genuine worth of the new plan of teaching. Departmental teaching in the elementary school is so radical a departure from the single-teacher plan that its success must always presuppose an enthusiastic faculty, and the adoption of an effective plan.

2. *Preparation of Teachers*

The preparation of teachers for departmental teaching will become a problem by itself.

The striking peculiarity of the plan, however, is that the very organization of de-

partments in a school tends to the rapid development of expert teachers, that is, teachers who are at least elementary specialists. So that, for the most part, the system itself becomes its own teachers' training school.

But how will the departmental method affect the teachers' training and normal schools?

For a long time students in these schools have shown a marked tendency to prepare themselves only in some specialty. This has promoted the training of high school teachers more than elementary school teachers. The very greatest difficulty has been to prepare a sufficient number of the old fashioned all-around teachers for the elementary schools. Thus there is now and will be a great dearth of properly prepared elementary teachers. Then, too, the demands of the elementary school have increased greatly. A few years ago the teacher who could teach a smattering of

reading, writing, arithmetic, geography, history and music sufficed for most elementary schools; now, he must be able to teach according to approved methods, the English branches, arithmetic, algebra, geometry, geography, nature study, history, civics, ethics, science, physiology, hygiene, physical training, drawing, construction, cooking, sewing, and music.

If the above list were in the least overdrawn, it might become a source of amusement, but it is too tragically true. Teachers cannot be prepared to teach properly the meager elements of one-half of this curriculum. Therefore, the normal school must sooner or later prepare teachers for the elementary school only in the pedagogic branches, the English branches, and a departmental branch.

3. *Examination of Teachers*

Those directing the examination and selection of teachers under a departmental system must sooner or later recognize that

teachers cannot be examined critically in all the branches which are now presented in the elementary curriculum. A teacher can properly prepare only to qualify in pedagogy, English, and a special subject.

The academic part of an entrance examination should then consist of no more than the above divisions comprehend.

4. *Comparative Results*

The determination of the comparative results of the single-teacher and departmental methods must evidently be broadly conducted or very little of value will be shown.

To examine a number of schools, which use both methods, in two or three subjects of the curriculum only is surely worthless as a true basis of comparative valuation. Or, to examine a school before the introduction of departmental teaching, and then afterward to reëxamine in two or three subjects only is quite as valueless as a comparative test.

One of the greatest advantages of departmental teaching is that it enriches the course of study by giving to each branch its proportionate time under an expert instructor.

Now, it is one of the most patent deficiencies of the elementary school that, regardless of the course and the program, certain studies only are taught and other studies are slighted.

It is probably no exaggeration to state that in many classes where arithmetic was supposed to be taught for forty minutes per day, that it was taught for two hours, and those hours, the best of the morning. So, to examine schools using both methods in arithmetic and grammar and to expect to draw therefrom comparative results is idle. Any test to be of value must be comprehensive.

5. *Units of Work*

The value of recognizing the work that a child does, rather than the time that he spends in school, is of the greatest impor-

tance. The graded school of our great cities is acknowledged to be a form of "mass education" in its purest form. All agree that children are promoted when unfit, and held back when ready for advancement. Whole classes, possessing the most striking individual variation in attainment, move forward in order that a higher grade and classroom may be filled. The only common element among these children is that of the time spent in school. From the necessities of the graded system, under the single-teacher plan, the time unit must continue to be the paramount factor in requirements for promotion. Departmental teaching gives an opportunity to recognize the units of work. There lie before me the catalogues of a prominent university and a high school, in which the students' names are arranged alphabetically, and after each name there is placed the earned credit of work. When the requisite number of "work-units" have been credited, the stu-

dent has standing in the next higher grade. The best promise, then, of departmental education is in the fact that it makes possible the division into "work-units" of the course in each department, and the crediting of each pupil only upon his mastery of a "work-unit."

Departmental teaching ought to make the idea prevail that, when a child has accomplished a certain unit of work, he should have credit for the same and should not be asked to repeat it. He should be made to feel that school is not the mere service of time, but a service of definite accomplishment.

6. *Laboratory Work*

The system which emphasizes a plan, where each child can go into a department, and seek information and do work as an individual, is surest to succeed. It is true that a child cannot successfully carry out this plan to the same extent that a college student can, but, within the limits of child-

ish application, he can learn most rapidly by performing set tasks in a well equipped room. This kind of work is but a part of his school routine, yet it is an essential part, and to neglect to provide it for him is to fail to provide the most natural and necessary means of development.

7. *Individual Education.*

Through the placing of greater responsibility upon each child, and the increasing of his opportunities for self-restraint and self-direction, under the departmental plan, one of the most fundamentally educative processes is emphasized. The pupil, while acting with others, learns to act under direction of his own free volition. Real individual education is made possible. This is directly opposed to the "mothering" plan which has been fostered by the single-teacher system and defended by many educators. This "mothering" has led to a most pernicious system of over-helpfulness in the elementary school. The

child has been deprived of proper opportunities for initiative, invention, and self-mastery.

All kinds of pretty things have been said about the motherly teacher. This sentimental tendency has fostered the so-called "soft" education. The school is no place for "mothering;" it should be a place for work. If a child is so young as to need a mother send him home. There is not, or should not, be any substitute for a real mother. Not that teachers should not be kind, gentle, and wisely helpful, but a school is not great because it is homelike, but because it is truly school-like.

Individual education is again intensified by the fact that the child, as a result of the influence of several teachers, is better able to see, compare, and choose the strongest characteristics of each. Under one teacher he is liable to acquire any objectionable peculiarity which may be possessed by his teacher.

Whether the departmental teacher gives, or probably will give, greater individual attention to each pupil is quite another matter. But it must be noted that, so far as time is concerned, the teacher, under the departmental system, has just the same time to devote to each pupil in each of the pupil's studies as he had under the single-teacher plan. Effectiveness in individual education is not comprehended by the notion that each teacher should give time to each pupil to attain it, but it is rather expressed in the notion that the method of each teacher and the organization of each school should give the maximum opportunity for every pupil to act freely in attaining any given purpose.

Departmental teaching is simply a method of school and class organization which tends to offer this freedom. Teachers under this system may be highly individualistic in teaching or not. Their opportunities in this regard do not differ

materially under either the departmental or the single-teacher system. But, as has been stated, each pupil has a greatly superior opportunity of being differentiated in his attainments from all other pupils.

APPENDIX

SPECIAL DESCRIPTION OF ILLUSTRATIONS

Special Departmental Room

The full development of the common subject plan of departmental teaching will result in the condition that the class teacher who specializes manual training and drawing, for example, will be obliged either to use one room for his common subject and another for his specialty or combine the two equipments as shown in Plate I, page 68.

This suggestion of combination presupposes that in each school building two or three such rooms should be constructed out of every twelve. Science and cooking work also demand the same development in equipment.

A Model Common-Study Program

Plate VI, on page 80 shows the time of the common subject brought out in proportionate contrast to the time for the departmental studies. The common subject takes up the most effective part of the school day for the work of any class with its own class teacher. In adapting this model, each school must modify according to particular conditions.

Attendance Records

Where classes are large some time-saving device must be used to record attendance in the departments. The first plan, found on Plate VIII, page 89, shows a leaf of a book to be carried by a trusted member of the class acting as president or secretary. He presents the book in turn to each departmental teacher who verifies and signs it, the custodian then returns the book each day to his class teacher.

The second form, on page 88 (Plate VII)

is ruled so as to comprehend the record of one month on one page. Circles are made by the secretary to indicate "excused from room", horizontal lines to indicate absence, and lines drawn across circle to indicate return to classroom. Vertical lines are drawn by class teacher as a means of checking.

Monthly Report Card

The principal advantage of the monthly report given on pages 91 and 92 is that it gives each departmental teacher an opportunity to record the work of each pupil in his department. The blank spaces after English may be used for any other subjects that the teacher cares to report upon.

Model Programs

The programs shown on pages 73, 74, 75, and 76 are an adaptation for four classes of the model program.

The meanings of the abbreviations used

are believed to be obvious for the most part, but a few are here expanded:

8B—Second half of eighth school year
8A—First half of eighth school year
7B—Second half of seventh school year
7A—First half of seventh school year
A—Arithmetic or Mathematics
C—Composition
Cor—Correspondence
D—Drawing
Dic—Dictation
G—Geography
Gr—Grammar
H—History
L—Literature
M—Music
M T—Manual Training
P—Penmanship
R—Reading
Sp—Spelling
S—Science

Box for Articles used by Pupils

The illustrations of a receptacle for the common articles used by all children in school work, given facing page 97, show a device that has been tried with excellent results. It may be used to hold any or all of the following common articles: Drawing pencil, writing pencils, pen ruler, blotter, eraser, compass, scissors, protractor, triangle, pins, thumb tacks, paper fasteners, pen wiper, and pencil sharpener. It is carried easily along with the books from room to room. Its chief advantages are:

1. Cleanliness and health.

Every pupil always uses the same articles at all times. They can be cleaned, and they never come in contact with the material of any other child.

2. Economy.

It saves a great amount of time in giving out, collecting, counting, and caring for material. It also saves expense in that

the responsibility placed upon each child through an easy inspection prevents loss of articles.

3. Educative life process.

It is essential to all right living that every worker shall have a place for his tools and product. Responsibility for tools cannot be taught children unless a place for them be provided. Only then can they be taught how to care for property in a careful and economical way.

Methods in Elementary School Studies

By BERNARD CRONSON, A. B., PH.D., Principal of Public school, No. 3, New York City. 12mo. Cloth. 167 pages. $1.25 net.

This is a brief outline of the author's lectures on teaching the principal branches in the elementary course. The subjects treated are reading, dictation (including spelling, paragraphing, etc.,) composition, grammar, literature, nature study, geography, history, civics and arithmetic. The book is interleaved with blank pages, making it a convenient note book for the lecture room in normal schools and training schools, as well as for teachers in general.

Classroom Management: Its Principles and Technique

By WILLIAM CHANDLER BAGLEY, Superintendent of the Training Department, State Normal School, Oswego, N. Y. 12mo. Cloth. xvii+352 pages. $1.25 net.

This book considers the problems that are involved in the massing of children together for purposes of instruction and training It aims to discover how the unit group of the school system—the "class"—can be most effectively handled. The topics commonly included in treatises upon school management receive adequate attention: the first day at school; the mechanizing of routine; the daily program; discipline and punishment; absence and tardiness, etc. In addition to these, however, a number of subjects hitherto neglected in books of this class are presented: The "Batavia system" of class-individual instruction; different plans for testing the efficiency of teaching; a new treatment of school incentives based upon modern psychology; and a formulation of the generally accepted principles of professional ethics as applied to schoolcraft. Appendices include plates showing quality of work that can be expected from pupils of different grades and syllabi of topics and questions for the use of "observation" classes.

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The Principles of Secondary Education

By CHARLES DEGARMO, Professor of the Science and Art of Education in Cornell University. 12mo. Cloth. xii+299 pages. $1.25 net.

The author discusses the social and individual presuppositions underlying American secondary education; the chief bases for the selection of studies; the classification of studies according to the nature of their content; the function and relative educational worth of various studies and study groups; and the organization of studies into curricula. The ample scope of Professor DeGarmo's work and the thoroughness of his analysis will commend this book to teachers as a text-book of unusual value.

A Brief Course in the History of Education

By CHARLES MONROE, PH.D., Professor of Education in Teachers College, Columbia University. 12mo. Cloth. xviii+409 pages. $1.25 net.

This is practically a condensation of Professor Monroe's "Text-book in the History of Education," issued more than two years ago, and still the most extensive work on the subject in English. The present abbreviation has been made in answer to the demands of normal schools and teachers' training classes which have not the time to devote to the study of the larger text. Nevertheless it treats of all the general periods, and of most of the topics discussed in the larger work.

Methods in Teaching

Being the Stockton Method in Elementary Schools. By MRS. ROSA V. WINTERBURN, of Los Angeles, and JAMES A. BARR, Superintendent of Schools at Stockton, Cal. 12mo. Cloth. xxii+355 pages. $1.25 net.

This book is the direct product of the schoolrooms. It treats the presentation of subject-matter in the various studies usually taught in elementary schools from three points of view—that of the superintendent or supervisor, of the teacher and of the pupil. The book grew out of the exhibit made by the Stockton schools at the Exposition in St. Louis, and later in Portland, which attracted widespread attention because of the honesty of the pupils' work, the "method sheets" by teachers, and the efficiency of results. Many compositions by young pupils trained under this method are given.

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